

**THE EFFECT OF GRAPHIC ORGANIZERS METHOD TOWARD
READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF SMP NEGERI 15 PEKANBARU**



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1433 H/2012 M**

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A thesis

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ABSTRACT

MardiaPutri (2011). The Effect of Graphic Organizers Method toward Reading Comprehension at the Second Year Students of State Junior High School 15 Pekanbaru.

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still less than enough. This problem was caused some factors. For example, some of students could not identify general information, and detailed information of the text, So the writer was interested in carrying out the research about this problem. The research was administered at SMP Negeri 15 Pekanbaru. The subject of the research was the second year students of SMP Negeri 15 Pekanbaru, and the object of this research was the effect of Graphic Organizers Method. The design of this research is quasi experimental design. The total number of population was 186 students. The researcher used non-randomized sampling by taking two classes as sample; VIII.2 that consisted of 30 students as experimental group, and VIII.4 that consisted of 30 students as control group, So the number of samples from two classes was 60 students. To analyze the data, the researcher adopted paired sample t-test formula by using manual. The instrument of this study was test. In analyzing the data, the writer uses T-test as shown below;

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

After analyzing the data, the researcher found there is significant effect of Graphic Organizers Method toward Reading Comprehension at the Second Year Students of SMP Negeri 15 Pekanbaru, it can be seen from the result of T-test calculating is 4.04. It is bigger than standard on the critic table of the T-test that is 2.65 in 1% or 2.00 in 5%, it can be read $2.00 < 4.04 > 2.65$. Regarding the result above, H_a is accepted and H_o is rejected.

ABSTRAK

MardiaPutri (2011). Pengaruh dari Metode Graphic Organizers terhadap Pemahaman Membaca Pada Siswa Tahun Kedua SMP Negeri 15 Pekanbaru.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebahagian besar hasil reading pada siswa masih rendah. Masalah ini di sebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut. Penelitian ini diadakan di SMP Negeri 15 Pekanbaru. Subjek dari penelitian ini adalah pada siswa tahun kedua SMP Negeri 15 Pekanbaru, dan objek dari penelitian ini adalah Metode Graphic Organizers. Adapun jenis penelitian adalah quasi experiment design. Dari keseluruhan jumlah populasi adalah 186 siswa. Peneliti menggunakan non-randomized sampling yang hanya mengambil dua kelas sebagai sample; VIII.2 yang terdiri dari 30 siswa sebagai kelompok experiment, dan VIII.4 yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t test melalui manual. Penelitian ini menggunakan instrumen berupa test. Untuk menganalisa data, penulis menggunakan test-t sebagaimana yang tertera dibawah ini:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Setelah data di analisis , peneliti menemukan pengaruh yang signifikan dari penggunaan Metode Graphic Organizers terhadap pemahaman reading pada siswa tahun kedua pada SMP Negeri 15 Pekanbaru, hal ini dapat di lihat dari penghitungan test- t yaitu 4.04. Nilai ini lebih besar di bandingkan nilai kritik dalam tabel T yaitu 2.68 untuk taraf 1% dan 2.00 untuk taraf 5% (df=60) dengan demikian $2.00 < 4.04 > 2.65$. oleh karena itu, dapatlah disimpulkan bahwa H_a di terima dan H_o di tolak.

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CHAPTER I

INTRODUCTION

A. The Background

One of the English teachings is reading. The general objective of teaching reading is to create students' ability in understanding English text effectively and efficiently. The specific objective of teaching reading is to create the students' ability to get general information, specific information from the text and to read for pleasure or for interest. Reading becomes something that is important for the foreign language students. Jack C. Richards and Willy A. Renandya state that many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes.¹

To make the students able to comprehend their reading, they need good comprehension, more practice and skill to master the text that they read. It is not the thing that is easy for foreign language students to do it, especially for the text which is formed in English. Judy Moreillon states that reading needs skill and practice that are done as an active process.² The aim of teaching reading is to make the students understand about the meaning in

¹ Jack C. Richards & Willy A. Renandya., (2003) *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University, p. 273

² Judi Moreillon, (2007) *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association, p. 10

simple short functional text which is relevant with the environment. In school-based curriculum (KTSP), the indicator of reading is finding the information in the text and identifying the characteristic of language.

To find the information in the text, the students need comprehension about the text that they read. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Reading comprehension is a construction process because it involves all of the elements of reading process working together as a text read to create a representation of the text in the reader's mind.³

SMP Negeri 15 Pekanbaru is one of the State Junior High School in Pekanbaru. It is located in Rumbai Pesisir, Pekanbaru. This school also uses school based curriculum as English learning guide. Based on school based curriculum, in reading skill, one of the basic competence that should be achieved by the students at the second year of junior high school is the students are able to understand and to respond the meaning and rhetorical step of the monolog/essay in the form of descriptive and recount text accurately and fluently.⁴ According to syllabus 2009/2010 at the second grade, the standard of reading refers to capability of students in finding the information

³ *Partnership for Reading*, Retrieved on May 20, 2010
<http://www.nifl.gov/partnershipforreading/>

⁴ Departement Pendidikan Nasional. *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs*. Solo: PT. Tiga Serangkai. 2006

which is in the text and identifying the characteristic of language.⁵ The best competence of reading English refers to capability of students read mean functional writing and essay such as descriptive and recount.

The teacher teaches reading by using conventional technique. The teacher asks the students to read the text and then ask them to answer the questions in students' worksheet. Some of the students are able to read it but they do not know about what the text tell about. They are still not able to get information which is related to the text.

The teacher has taught reading in the types of genre available in students' textbook. Through the types of genre in their textbook, the students will recognize and understand about kind of the texts. Besides, the teacher reads a text and then teacher gives students some questions based on the paragraph. In the end of the class, the students will submit their tasks. Based on the descriptive above, ideally students in SMP Negeri 15 Pekanbaru should be able to comprehend the paragraph. But in fact the teacher found that many students still had difficulties in reading comprehension.

Based on the teacher's experience above, the problems are faced by those students can be depicted in the following phenomena:

- 1) Most of the students are not able to find the main idea in the descriptive text.

⁵ Syllabus of SMP Negeri 15 Pekanbaru 2010/2011. 2010. Unpublished

- 2) Most of the students are not able to find the meaning of unfamiliar words in the descriptive text.
- 3) Most of the students are not able to identify the language feature in the descriptive text.
- 4) Some of students are unable to conclude the reading text correctly.

To improve the students' ability in reading comprehension needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually a method that can help students in reading comprehension, called graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps) are a pictorial way of constructing knowledge and organizing information. They help the student convert and compress a lot of seemingly disjointed information into a structured, simple-to-read, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner. Graphic organizers have been shown to have benefits that extend beyond their well-established effects on reading comprehension.⁶ Based on the explanation and the problem above, the writer is interested in conducting a research which entitled **“The Effect of Graphic Organizers Method toward Reading**

⁶ Bulgren, J., Schumaker, J. B., & Deschler, D. D. (1988). *Effectiveness of A Concept Teaching Routine in Enhancing the Performance of LD Students in Secondary-Level Mainstream Classes*. Learning Disability Quarterly, 11(1), 3– 317, (Retrieved on May 20, 2010) http://www.cast.org/publications/ncac/ncac_goudl.html

Comprehension at the Second Year Students of SMP Negeri 15 Pekanbaru”.

B. The Definition of the Term

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms.

The terminology used in this paper can be defined as in the followings:

1. Effect

Effect is change procedure by an action or cause as define.⁷ It means that effect an activity that can change by something. In this research, effect is defined as the result of teaching reading treated with graphic organizers method.

2. Graphic Organizers

According to Kristin Lems, graphic organizers are, in a sense, the visualization of the way we store the knowledge we keep in our brains and the methods by which we organize new information.⁸ In this research, graphic organizers are visual and graphic displays that depict the relationships between facts, terms, and or ideas within a learning task.

⁷ Hornby, Oxford. *The Advance Learner Dictionary of Current English*. (Oxford International. 1995) p. 369

⁸ Kristin Lems, Leah D Miller & Tenena M. Soro. *Teaching Reading to ELL*, New York: The Guilford Press, 2010, p. 178

3. Method

Method is a way of something.⁹ In this research it means that a way which is used to implement plans which have been arranged in real activity form and practically to reach the aim of learning.

4. Reading

Reading is action of a person who reads or an attempt to make a meaning from what an author has written. According to Richard,¹⁰ reading perceives the written text in order to understand its contents.

5. Comprehension

Comprehension means an exercise given to the students to test how well they understand written or spoken language.¹¹ In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text.

C. The Problem

1. The Identification of the Problem

Based on the background above, it is clear that some of the students of SMP Negeri 15 Pekanbaru have some difficulties in reading comprehension. The

⁹ Hornby. pp. 734

¹⁰ Jack C. Richard and Schmidt, pp.306

¹¹ Ibid pp.443

problems can be from the students and the study about reading comprehension them self. So the writer identifies the problems, in the following questions:

- 1) Why are some of the students unable to find the main idea in the descriptive text?
- 2) Why are some of the students unable to find the meaning of unfamiliar words in the descriptive text?
- 3) Why are some of the students unable identify the language feature in the descriptive text?
- 4) Why are some of the students unable to conclude the reading text correctly?

2. The Limitation of the Problem

Because of limited time, energy, and fund, the writer needs to limit the problems in this research. This research focuses on the effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru. The writer just focuses on Information Web because it is one kind of Graphic Organizers Method. It is conducted only for the second year students of SMP Negeri 15 Pekanbaru. Then, the reading text that will be used by the researcher in this research is descriptive text.

3. The Formulation of the Research

Based on the explanation above, the writer would like to state the formulation of the problems in the following question:

- a. How is reading comprehension of students before and after being taught by using graphic organizers method?
- b. Is there any significant effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru?

4. The Reasons of Choosing the Title

The reason why the writer is very interested in carrying out a research on the topic above is based on several considerations:

- a. The writer is very interested in carrying out this research to know the effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru.
- b. This research is relevant with the writer as a student of English Education Department of State Islamic University SUSKA Riau.
- c. As far as the writer is concerned, this research title has never been investigated by other researchers yet.

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out reading comprehension of students before and after taught by using graphic organizers method.
- b. To find out the effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To give information to the teachers, and the institutions about the effect of graphic organizers method toward students' comprehension in understanding the reading text.
- b. To give the positive contribution and learning process in reading subject at the second year students of SMP Negeri 15 Pekanbaru.
- c. To enhance the writer's knowledge about teaching reading by using graphic organizers method.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Nature of Reading Comprehension

As one of the basic skills of English, reading is often under estimated by the student. They tend to treat it as a supplementary skill. As we know that it is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual. According to Christina and Marry, reading is the individual activity to get information excellently and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading.¹² Nuttal states that reading is to understand and interpret meaning sense. Besides, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures that the words are painting, understand the arguments and work out if we agree with them.¹³

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text. There are a wide range of reading strategies suggested by reading programs

¹² Christina Bratt Jauston Marry Newton Bruder. *Teaching English as A Second language Techniques and Procedures*. (Massachusetts Winthrop Publisher, Inc, P. 64

¹³ Jeremy Harmer. *How to Teach English*. (Addison Wesley:Logman, 2000), p. 70

and educators. The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning.¹⁴ The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice.

Comprehension or the ability to find the meaning of what has been read is the dominant goal of reading. Judith concludes the definition of comprehension as follows:¹⁵

Comprehension can be seen as the process of using one's own prior experiences (reader context) and the writer's cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (microprocesses), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macroprocesses), and making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypothesis) and can be controlled

¹⁴ Pressley, Michael. *Reading Instruction that Works: The Case for Balanced Teaching*. New York: Guilford Press. (2006). ISBN 1-59385-228-2.

¹⁵ Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, New Jersey: Prentice-Hall, Inc., Englewood Cliffs, 1986, p. 9

and adjusted by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension is taking place (situational context).

In addition, comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.

It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension can be concluded as a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is mentioned that comprehension entails three elements, such as:¹⁶

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

¹⁶ Cathrine Snow and Chair. *Reading for Understanding toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p.11

Comprehension is the mind act or power of understanding. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also readers' experiences and prior knowledge. According to Kalayo, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning.¹⁷

The purpose(s) for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply and achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely easy process, but also interaction which entails the readers to comprehend not only literal meaning of the text, but also text organization and be able to make conclusion from the text.

¹⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teacing English Foreign Language*. (Pekanbaru: Alif Riau Graha UNRI Press, 2007), p. 115

Besides, the readers must get involved emotionally into the contents explicitly and implicitly in the text.

2. Factors Influencing Comprehension Processes

In reading comprehension process, there are some factors which affect the comprehension itself. The factors can be clarified as follow:

- a. Individual reader contexts mean “who is reading?” It is included the reader’s prior knowledge about the topic, emotional attitudes relative to the topic and the assignment, and reading skills.
- b. The text contexts or “what is being read?” It is focused on whether the text is readable or not.
- c. The situational context or “why, when, and where are the readers reading?” It includes knowing the purpose of reading by the readers.

3. Components of Reading Comprehension

In this research, the writer only focuses on five components of reading comprehension, those are as follows:

- a. Finding factual information

It requires readers to scan specific information. According to Tarigan, the reader must be able to recognize the factual or certain information in detail, such as person, places, events, and time.¹⁸

¹⁸ Tarigan, H, *Membaca sebagai suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1979, p. 10

b. Identifying main idea

Main idea is the key component of each paragraph in the text.

Finding the main idea of the paragraph consists of many sentences, and selecting the main idea not only in the beginning of paragraph, but also in the middle and at the end of paragraph.¹⁹

c. Locating the meaning of vocabulary in context

The readers guess the meaning of unfamiliar words by relating the close meaning of the unfamiliar words to the information of the passage.

d. Identifying references

Lyons defines that reference is the relationship which holds between words and things: words *refer to* things.²⁰ This reference can help the readers understand the reading text.

e. Making inference

Inference is useful for the readers to 'read between the lines'. It requires the readers' prediction skill to infer the certain information of the passage.

In English learning, there are some kinds of texts that are taught to the students of junior high school level, they are descriptive, recount and narrative. **Descriptive** is the text that describes a particular person, place or

¹⁹ *Ibid.*

²⁰ Gillian Brown and George Yule, *Discourse Analysis*, Cambridge: University Press, 1984, p. 28

thing. It describes ideas and examples focused on a particular subject.²¹

Recount is the text used to tell what happened or retell event, and **narrative** is the kind of text that has purpose to entertain or to amuse the reader about the story in the text.

The generic structure of descriptive text:

1. Identification: it identifies phenomenon to be described.
2. Description: it describes parts, qualities, characteristics. It describes the features of subject, such as physic form, qualities, general behavior, and characteristics.

4. Teaching Reading

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching.²² Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

²¹ M. Syafi'i S, M. Fauzan Ansyari and Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classrooms Settings*, Pekanbaru: LBSI, 2007. p. 43

²² Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc). p. 203

Being a good teacher of reading starts with an understanding of what reading is. What exactly happens between text, brain, and eye when we engage in this delightful, magical practice called reading? a) Reading is the practice of using text to create meaning. The two key words here are creating and meaning. b) Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. c) Reading integrates visual and no visual information. During the act of reading, the visual information found on the page combines with the no visual information contained in your head to create meaning. d) Reading is the act of linking one idea to another.

Reading is not easy leaning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter and techniques to learn the lesson material. There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension.

B. The Concept of Graphic Organizers

1. The Definition of Graphic Organizers Method

Graphic organizers (GOs) are visual devices that employ lines, circles, and boxes to depict four common ways to organize information: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These images serve as visual cues designed to facilitate communication and/or understanding

of information by showing how essential information about a topic is organized. Graphic organizers come in many types and have been widely researched for their effectiveness in improving learning outcomes for students with and without disabilities. Graphic organizers help readers find main ideas, summarize, extract information from several sources, and more.²³

Graphic organizers have been applied across a range of curriculum subject areas. Although reading is by far the most well studied application, science, social studies, language arts, and math, additional content areas represented in the research base on graphic organizers. Operations such as mapping cause and effect, note taking, comparing and contrasting concepts, organizing problems and solutions, and relating information to main ideas or themes can be broadly beneficial.

Graphic organizers are one way for visual thinkers to arrange their ideas. As students read or hear information from text that contradicts their prediction they can have brain practice sorting fact from opinion or prediction from actuality.²⁴ There are unlimited ways to express these visual ideas. They can be used in all phases of learning from brainstorming ideas to presenting findings. They can be used individually or in large groups. For example, some teachers like to create a class concept map as a large group to review at the end of a unit

²³ Kristin Lems, Leah D Miller & Tenena M. Soro. *Teaching Reading to ELL*, New York: The Guilford Press, 2010, p. 212

²⁴ Judy Willis. *Teaching the Brain to Read : Strategies for Improving Fluency, Vocabulary, and Comprehension*, Alexandria: Association for Supervision and Curriculum Development, 2008, p. 39

or develop a character map while reading a book aloud to the class. These tools are particularly useful in activities that require critical thinking skills.

They are visual and spatial displays designed to facilitate the teaching and learning of textual material through the “use of lines, arrows, and a spatial arrangement that describe text content, structure, and key conceptual relationships.”²⁵ A graphic organizer can be an integral component in the process of connecting new material to prior knowledge. It encourages students to display information in clear and concise manner.²⁶

There have been many studies on students with and without learning disabilities from all grade levels and a variety of subjects concerning the use of graphic organizers. There is ample research that documents a solid scientific basis for improving reading comprehension.²⁷ Graphic organizers are especially helpful to our students who are mainly visual learners of average or below average abilities as the process of making meaning to organize and represent the information can help these students store the content in their long-term memory in an organized and meaningful manner. Richard and JoAnne Vacca contend that the use of graphic organizers improves student comprehension. According to the Vaccas, graphic organizers or representations provide students with a study strategy that allows them to identify what parts of the text are

²⁵ Darch, C., & Eaves, R. (1986). Visual displays to increase comprehension of high school learning disabled students. *The Journal of Special Education*, 20, 309–318.

²⁶ Patricia Huang. (2002). The Effect of Graphic Organizers on Reading Comprehension. Southeastern Louisiana University, p.3

²⁷ *Ibid.*

important, how the ideas and concepts in the text are related, and where they can find specific information to support more important ideas.²⁸

Graphic organizers improve reading comprehension by emphasizing text structures such as story and improve different aspects of comprehension, such as literal and relational comprehension, recall, and vocabulary learning. The advantages of graphic organizers are as follow:

1. These organizers are a way to encourage students to think about information in new ways. With writing, it is easy for students to copy from one place to another. With graphic organizers, we remove the words and focus on the connections.
2. They are a great tool for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking.
3. A huge amount of information can be shared on a single picture to provide “the big” view of a topic.
4. It is easy to edit, revise, and quickly add to a visual map.
5. Graphic organizers can be used as a nice planning tool from information identification to product development.
6. They are great for visual thinkers or those that need to practice their visual thinking.

²⁸ Joanne and Richard Vacca, "Text Organization," chap. in Content Area Reading (New York: Harper Collins College Publishers, 1996), 258-259.

Graphic organizers come in many different forms, each one best suited to organizing a particular type of information. The following examples are merely a sampling of the different types and uses of graphic organizers.

- a. A **Descriptive** or **Thematic Map** works well for mapping generic information, but particularly well for mapping hierarchical relationships.
- b. Organizing a hierarchical set of information, reflecting superordinate or subordinate elements, is made easier by constructing a **Network Tree**.
- c. When the information relating to a main idea or theme does not fit into a hierarchy, a **Spider Map or Information Web** can help with organization.
- d. When information contains cause and effect problems and solutions, a **Problem and Solution Map** can be useful for organizing.
- e. A **Problem-Solution Outline** helps students to compare different solutions to a problem.
- f. A **Sequential Episodic Map** is useful for mapping cause and effect.
- g. When cause-effect relationships are complex and non-redundant a **Fishbone Map** may be particularly useful.
- h. A **Comparative and Contrastive Map** can help students to compare and contrast two concepts according to their features.

- i. Another way to compare concepts' attributes is to construct a **Compare-Contrast Matrix**.
- j. **Continuum Scale** is effective for organizing information along a dimension such as less to more, low to high, and few to many.
- k. A **Series of Events Chain** can help students organize information according to various steps or stages.
- l. A **Cycle Map** is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.
- m. A **Human Interaction Outline** is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities).

There are several different kinds of graphic organizers. The form depends on the type of information being represented. The writer used an information web; it is one kind of graphic organizers.

- a. Activate the students' thinking by focusing their attention on the structure of the article.
- b. Before the students begin reading, ask them to think about the questions that precede the article. For example what characteristics of? How are the different kinds of.....? Direct the students to keep the questions in mind as they read the article.

- c. Have the students read the article, when they are done reading, check for understanding by calling on students to answer the pre-reading questions.
- d. Next, explain to the students that the information web is a way of outlining facts from the article they have just read. The graphic organizer has several outer ovals that branch off a central oval. The central oval identifies the topic of the article. The outer ovals are blank. In each outer oval, the students will write about a general characteristic of the object in the story. Words and phrases are acceptable as responses.
- e. Have the students complete the information web. Once everyone in the class has finished the activity, have pairs of students evaluate each other's work. Some students may need to revise their web after discussing it with their partner.
- f. When the students are done, collect the graphic organizers and evaluate them. An example of an information web follows as a guide for assessing the students' work.²⁹

2. The Relevant Research

²⁹ Mary Ellen Osowski. *Graphic Organizers for Reading and Writing*. North Billerica: Curriculum Associates, Inc., 1997. p. 8

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.³⁰ Besides, we have to analyze what the point is focused on informing the design, finding and concluding the previous research, that of:

- a. A research from Stephanie Kirschbaum in 2004. She compared the effect of graphic organizers on the academic achievement. The purpose of this study was to determine the effect that graphic organizers have on the academic achievement of fourth grade students. The researcher taught the students two different social studies chapters. The researcher collected data by giving the students two tests for each of the two chapters taught. There were a total of four tests given. These tests were similar in that they were the exact same difficulty level. However, in each chapter there was one test that was constructed using graphic organizers, and a second test that was constructed using a question-answer format. The researcher then compared the four data sets to determine if the students scored higher on the tests that were constructed using graphic organizers.
- b. A research from Natalie, the title *The Effects of Graphic Organizers on the Post-Reading Comprehension of Students in a Collaborative Team Teaching Setting*. This study examined the effectiveness of a graphic organizer on reading comprehension upon the completion of a text. The

³⁰ M. Syafi'i, S. *From Paragraph to a research Report: A Writing of English For Academic Purpose*. (pekanbaru: Lembaga Bimbingan Belajar Syaf Intesive/LBSI, 2007). p.

graphic organizer selected for this study focused primarily on the “5 W’s”. This required the students to answer who the story was about, what happened, where did the story take place, when did the story take place, and why did certain events occur. Twenty-four students from a first grade collaborative team teaching class were separated into two equivalent groups (Group A and Group B) based on their pretest scores. Group A received instruction on how to use the graphic organizer and completed one each day after their independent reading session for three weeks. Group B served as the control, received no instruction, and was not required to complete the graphic organizer. Data were analyzed using ANCOVA. Results did not denote any significant difference between Groups A and B.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Operational concept is the concept used to clarify the theories used in the research, to know the students’ ability in reading comprehension at the second year students of SMPN 15 Pekanbaru. The writer determines some indicators in which the students can:

- 1) difficulties in understanding the reading text,

- 2) Identify the meaning of unfamiliar words,
- 3) Identify main idea,
- 4) Identify language features, and
- 5) Need long time to understand the reading text.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research that consists of two variables; they are:

1. Variable X is Graphic organizers method.

Graphic Organizers method is an independent variable.

2. Variable Y is reading comprehension.

Reading comprehension is dependent variable.

Variable X

1. Experimental Class

The following treatment as a collection of procedures of the implementation of Graphic Organizers method can be seen as the following steps:

- a. Activate the students' thinking by focusing their attention on the structure of the article.
- b. Before the students begin reading, ask them to think about the questions that precede the article. Direct the students to keep the questions in mind as they read the article.

- c. Have the students read the article, when they are done reading, check for understanding by calling on students to answer the pre-reading questions.
- d. Explain to the students that the information web is a way of outlining facts from the article they have just read. The graphic organizer has several outer ovals that branch off a central oval. The central oval identifies the topic of the article. The outer ovals are blank. In each outer oval, the students will write about a general characteristic of the object in the story. Words and phrases are acceptable as responses.
- e. Have the students complete the information web. Once everyone in the class has finished the activity, have pairs of students evaluate each other's work. Some students may need to revise their web after discussing it with their partner.
- f. When the students have done it, collect the graphic organizers and evaluate them. An example of an information web follows as a guide for assessing the students' work.

2. Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class was taught without using Graphic Organizers method. The material and the purpose of the materials and the purpose of the strategies are the same. The result obtained in both experimental class and control

class is a consideration for writer to look at the successful strategy applied to the students.

Variable Y

To know reading comprehension of the second year students at SMPN 15 Pekanbaru, the writer determines some indicators for reading comprehension as follows:

- a. The students are able to answer question of finding the main idea in reading text
- b. The students are able to answer the question of factual information for reading text. The students are able to recognize the factual or certain information in detail such as person, places events, and time
- c. The students are able to answer the question of meaning vocabulary in reading text
- d. The students are able to answer the questions of reference words which are stated in reading text
- e. The students are able to answer the question of making inference in reading text.

According to Arikunto, there are some categories to evaluate the students' comprehension in understanding the reading text.³¹ The test is composed of 20 items and each item is given score 5. The scale is

Table 1
The Scale of Students' Reading Comprehension by Using
Graphic Organizers

| THE SCORE OF COMPREHENSION LEVEL | CATEGORY |
|-------------------------------------|-----------|
| 80-100 | Very Good |
| 66-79 | Good |
| 56-65 | Enough |
| 40-55 | Less |
| 30-39 | Fail |

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that graphic organizers method can be effective to improve students' reading comprehension at the second year of SMP Negeri 15 Pekanbaru.

³¹ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (edisi Revisi)*. Jakarta: Bumi Aksara, 2009. p. 245

2. The Hypothesis

1. The Alternative Hypothesis (H_a)

There is significant effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru.

2. The Null Hypothesis (H_0)

There is no significant effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quasi experiment design. A quasi-experiment design is where the treatment variable is manipulated but the groups are not equated prior to manipulate of the independent variable. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable³². The design of the research is *pre* and *post test* design, which used two groups as a sample. The type used is pretest-posttest nonequivalent group design.³³ Meanwhile, control group was only given a pre-rest and posttest without particular treatment as given to the experimental group. There are two variable in this research: namely the effect of graphic organizers method as independent variable (X), and reading comprehension as dependent variable (Y). This research used two groups as sample. The first was experiemental group and another was control group. The experimental group was treated by using graphic organizers method while, the control group was treated without using graphic organizers method.

³² Jhon. W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey: pearson education, 2008), p. 299

³³ Louis Cohen, et.al., *Research Methods in Education*, sixth edition, (New York: Routledge, 2007), p. 275

Table 2
THE RESEARCH DESIGN

| Group | Pre-Test | Treatment | Post-Test |
|--------------|-----------------|------------------|------------------|
| E | Test 1 | X | Test 2 |
| C | Test 1 | - | Test 2 |

E = Experiment class

C = Control class

T1 = Pre-test to experiment class and control class

T2 = Post- test to experimental and control class

X = Receive to experiment using graphic organizers method

TABLE 3
The Variable of the Research

| Variable X | Variable Y |
|--------------------|------------------------------------|
| Graphic organizers | Students' reading comprehension |

Before doing the treatment, the writer gave pre-test to all of the samples. Pre-test given was to find out the students' reading comprehension before using graphic organizers. Then, the teacher taught reading materials by using graphic organizers

method for experimental group and using teacher's strategy as for control group. After eight meetings, both of groups were given the test again (post-test) to find out the effect of graphic organizers method toward the students' reading comprehension.

Based on the explanation above, procedure of this research is divided into two ways, they are:

1. Procedures of collecting data for experimental class

- a. Pre-test

The pre-test was carrying out to determine the students' reading comprehension with their score.

- b. Treatment

The treatment was conducted for experimental class. This used graphic organizers method applied for about eight meetings.

- c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

2. Procedures of collecting data for control class

a. Pre-test

The control class was given pre-test to know their reading comprehension. The test was the same as experimental class.

b. No treatment

c. Post-test

Post-test was also given to control class and the result was analyzed and used as final data for this research.

B. Location and Time of the Research

The research was conducted at the second year students of SMPN 15 Pekanbaru. This research was conducted in the first semester starting from July until September 2011 in academic year 2011/2012.

C. Subject and Object of the Research

The Subject of the research was the second year students of SMPN 15 Pekanbaru. The object of the research was the effect of using graphic organizers method toward students' reading comprehension.

D. Population and Sample of the Research

Table 4
THE TOTAL POPULATION AND SAMPLE OF THE RESEARCH

| No | Class | Population | Sample |
|--------------|-------------------|------------|--------------------|
| 1 | VIII ₁ | 30 | |
| 2 | VIII ₂ | 30 | Experimental class |
| 3 | VIII ₃ | 31 | |
| 4 | VIII ₄ | 30 | Control class |
| 5 | VIII ₅ | 35 | |
| 6 | VIII ₆ | 30 | |
| Total | | 186 | 60 |

The population of the research is 186 students divided into 6 classes. The sample of the research was divided into two groups. The first group was experimental class, consisted of 30 students and the other one was control class, that consisted of 30 students. These design is quasi experimental design. The class of SMPN consisted of VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, and VIII.6. Technique in taking sample used non-randomized sampling techniques. It was class VIII.2 for experimental class and VIII.4 for control class. From the table above, it can be seen that the sample of the research was 60 students.

E. Technique of Collecting Data

To obtain needed data in this research, the writer used the techniques of collecting data as follows:

1. Observation

In this research, the writer was done the observation using graphic organizers method. And the writer's friend who became the observer. Based on the several items that concern with graphic organizers method, the writer used two options to observe it, they were "yes" or "no".

2. Test

The test used in this research was achievement test used to measure students' reading comprehension. The test consisted of 25 questions of reading text given twice as pre-test and post-test. The types of test consisted of multiple choice (25 items). The data of this research were the score of the students' reading comprehension obtained by using test.

F. Technique of Data Analysis

a. The Instrument of Data Collection

In order to get some data needed to support this research, the writer applied the techniques by the test.

The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

1. Both groups (Experimental group and Control group) were asked to express their idea of reading comprehension.
2. The teacher evaluated the test based on reading comprehension aspects that consist of find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and making inferences from reading text. It was done to make the teacher easy locate the meaning.
3. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (Graphic organizers and Conventional strategy) and Y (reading comprehension). The materials of the test were adopted from the syllabus of SMPN 15 Pekanbaru.

The Validity and Reliability of the test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill intended to measure.

Heaton states , the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about the comparison between Graphic organizers and Conventional strategy on Reading Comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy than often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy of difficulties of each item test that researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were

changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing
2. The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

r_{ii} = reliability

N = the number of item

M = the mean

X = the standard deviation of the test

In order to find out whether or not there is a significant effect of graphic organizers method toward reading comprehension, the data were

analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as follows.³⁴

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

- t_o : The value of T-obtained
- M_x : Mean score of experimental sample
- M_y : Mean score of control sample
- SD_x : Standard deviation of experimental class
- SD_y : Standard deviation of control class
- N : Number of the students

The t-test is obtained by considering the degree of freedom (df)= (n₁+n₂)-2 statistically the hypotheses are:

H_o : $t_o < t\text{-table}$

H_a : $t_o > t\text{-table}$

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using graphic organizers method toward reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of graphic organizers method toward reading comprehension.

³⁴ Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.2009, p.208

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

This research was to find out the effect of graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru. Observation and test were used to obtain the required data. The observation was used to gather the information about the effect of graphic organizers method in class room activities and test was used to gather the information about students' reading comprehension.

1. The Use of Graphic Organizers Method.

Table 5

Summary of Item Observation in Teaching Reading

| No. | Items | Yes | |
|------------|---|------------|----------|
| | | F | P |
| 1. | The teacher gives the text or article to the students about the material that will be learned. | 8 | 100% |
| 2. | The teacher activates the students' thinking by focusing their attention on the structure of the article. | 6 | 75% |
| 3. | The teacher asks them to think about the questions that precede the article. | 8 | 100% |
| 4. | The teacher checks for understanding by calling on students to answer the pre-reading questions. | 7 | 87.5% |

| | | | |
|----|---|----|------|
| 5. | The teacher explains to the students that the information web is a way of outlining facts from the article they have just read. | 4 | 50% |
| 6. | The students write about a general characteristic of the object in the story. | 8 | 100% |
| 7. | The teacher asks the students evaluate each other's work with his or her pair. | 8 | 100% |
| 8. | The teacher collects the graphic organizers and evaluates them. | 8 | 100% |
| | Total | 57 | 775% |

The table above shows that 57 activities were well done during the class and 7 activities were not well done.

The percentage result of information is further computed as follows:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{57}{64} \times 100 \%$$

$$P = 89.06 \%$$

The table above also shows that there are some categories that were implemented, they are as follows:

- a. The teacher gives the text or article to the students about the material that will be learned (100 %)

- b. The teacher activates the students' thinking by focusing their attention on the structure of the article (75 %)
- c. The teacher asks them to think about the questions that precede the article (100%)
- d. The teacher checks for understanding by calling on students to answer the pre-reading questions (87.5 %)
- e. The teacher explains to the students that the information web is a way of outlining facts from the article they have just read (50 %)
- f. The students write about a general characteristic of the object in the story (100 %)
- g. The teacher asks the students evaluate each other's work with his or her pair (100 %)
- h. The teacher collects the graphic organizers and evaluates them (100 %)

2. Technique of Data Collection

This research is to obtain the effect of graphic organizers toward reading comprehension of the second year students of SMPN 15 Pekanbaru. The data of this research were the scores students' posttest. The writer gave pretest to all of the population to determine two classes as the samples. It was found that class VIII.2 was the experimental group and VIII.4 was the control group.

The data were obtained by giving posttest to the experiment and control group. The result of reading test was evaluated by concerning five components:

- a. Finding factual information
- b. Identifying main idea
- c. Locating the meaning of vocabulary in context
- d. Identifying references and
- e. Making inference from the text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a. Both groups (Experimental group and control group) were asked to express their idea in reading comprehension.
- b. The teacher evaluated from the test based on reading comprehension aspects that consists of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying references, and making inferences from reading text. It was done to make the teacher easy to collect the data.

3. The Technique of Data Analysis

In order find out whether or not there is significant effect of graphic organizers method toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and

control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as formula as follows:³⁵

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of the students

The t-test is obtained by considering the degree of freedom (df)= (n₁+n₂)-2 statistically the hypotheses are:

H_o : $t_o < t\text{-table}$

H_a : $t_o > t\text{-table}$

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of graphic organizers method toward reading comprehension.

H_a is accepted if $t_o > t\text{-table}$ or there is significant effect of graphic organizers method toward reading comprehension.

³⁵ Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2009, p.208

4. The Data of Experimental Group

There were 25 items of reading comprehension test given to the 30 respondents in this research. From the test, it was obtained that the lower is 52 and the highest score was 80 with finding out the mean 66.4, median 66, mode 64, and the standard deviation 9.98. The data were obtained from the research by using manual system.

The data description of reading comprehension test in experimental group.

TABLE 6

**The Frequency Distribution of Reading Comprehension Test in
Experimental group**

| Interval | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|-----------------------|
| 80-100 | 2 | 6.6 | 6.6 | 6.6 |
| 70-79 | 11 | 36.6 | 36.6 | 38.2 |
| 60-69 | 10 | 33.3 | 33.3 | 64.65 |
| 50-59 | 7 | 23.3 | 23.3 | 99.9 |
| 0-49 | - | - | - | - |
| Total | | 100.0 | 100.0 | |

The above table shows that from 30 respondents, in interval 80-100 the frequency is 2 students (6.6%), 70-79 the frequency is 10 students (33.3%), 60-69 the

frequency is 11 students (36.6%), 50-59 the frequency is 7 students (23.33%), 0-49 the frequency is 0 students (0%) .

5. The Data of Control Group

There were 25 items of English vocabulary mastery test given to the 30 respondents in this research. From the test was obtained that the lower was 44 and the highest score was 76 with finding out the mean 58.8, median 60, mode 52, and the standard deviation 9.04. These data were obtained from the research by using manual systems. The data description of reading comprehension can be seen in the following table:

TABLE 7
The Frequency Distribution of Reading Comprehension Test in
Control Group

| Interval | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| 80-100 | - | - | - | - |
| 70-79 | 5 | 16.6 | 16.6 | 16.6 |
| 60-69 | 11 | 36.6 | 36.6 | 45.35 |
| 50-59 | 8 | 26.6 | 26.6 | 70.5 |
| 0-49 | 6 | 20.0 | 20.0 | 99.9 |
| Total | | 100.0 | 100.0 | |

From the table above, it is shown that from 30 respondents, in interval 80-100 the frequency is no one in the interval students (0%), 70-79 the frequency is 5 students (16.6%), 60-69 the frequency is 11 students (36.6%), 50-59 the frequency is 8 students (26.6%), 0-49 the frequency is 6 students (20%)

6. The Influence of Graphic Organizers Method toward Reading Comprehension of the Second Year at SMPN 15 Pekanbaru.

To obtain the data about the influence of graphic organizers toward reading comprehension, the writer to acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or too easy often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded into new items appropriately. Heaton,³⁶ states that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level difficulty is < 30 and > 70 . Then, the proportion of correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

it can be seen in the following tables:

TABLE 8
THE STUDENTS’ ABILITY IN FINDING FACTUAL INFORMATION

| Variable | Finding Factual Information | | | | | N |
|----------|-----------------------------|-------------|-------------|-------------|-------------|----|
| Item no. | 1 | 6 | 13 | 17 | 21 | 30 |
| Correct | 16 | 14 | 17 | 15 | 1 | |
| P | 0.53 | 0.46 | 0.56 | 0.50 | 0.63 | |
| Q | 0.46 | 0.53 | 0.43 | 0.50 | 0.36 | |

Based on the table 8, the proportion of correct answer for item number **1** shows the proportion of correct **0.53**, item number **6** shows the proportion of correct **0.46**, item number **13** shows the proportion of correct **0.56**, item number **17** shows the proportion of correct **0.50**, item number **21** shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it is pointed out that item

³⁶ Heaton, J.B. *Writing English Language Test*. New York. Longman Inc. 1988. P.178-179

difficulties in average of each items number for finding factual information are accepted.

TABLE 9
THE STUDENTS' ABILITY IN IDENTIFYING MAIN IDEA

| Variable | Identifying Main Idea | | | | | N |
|----------|-----------------------|-------------|-------------|-------------|-------------|----|
| Item no. | 2 | 10 | 15 | 16 | 23 | 30 |
| Correct | 15 | 17 | 18 | 16 | 19 | |
| P | 0.50 | 0.56 | 0.60 | 0.53 | 0.63 | |
| Q | 0.50 | 0.43 | 0.40 | 0.47 | 0.36 | |
| | | | | | | |

Based on the table 9, the proportion of correct answer for item number **2** shows the proportion of correct **0.50**, item number **10** shows the proportion of correct **0.56**, item number **15** shows the proportion of correct **0.60**, item number **16** show the proportion of correct **0.53**, item number **23** shows the proportion of correct **0.63**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 10
THE STUDENTS' ABILITY IN LOCATING THE MEANING OF
VOCABULARY IN CONTEXT

| Variable | Locating the Meaning of Vocabulary In Context | | | | | N |
|----------|--|-------------|-------------|-------------|-------------|----|
| Item no. | 3 | 9 | 14 | 18 | 22 | 30 |
| Correct | 18 | 13 | 17 | 16 | 12 | |
| P | 0.60 | 0.43 | 0.56 | 0.53 | 0.40 | |
| Q | 0.40 | 0.56 | 0.43 | 0.46 | 0.60 | |

Based on the table 10, the proportion of correct answer for item number **3** shows the proportion of correct **0.6**, item number **9** shows the proportion of correct **0.43**, item number **14** shows the proportion of correct **0.56**, item number **18** show the proportion of correct **0.53**, item number **22** shows the proportion of correct **0.4**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 11
THE STUDENTS' ABILITY IN IDENTIFYING REFERENCES

| Variable | Identifying References | | | | | N |
|----------|------------------------|-------------|------------|-------------|-------------|----|
| Item no. | 4 | 7 | 11 | 19 | 24 | 30 |
| Correct | 19 | 17 | 18 | 13 | 20 | |
| P | 0.63 | 0.56 | 0.6 | 0.43 | 0.66 | |
| Q | 0.36 | 0.43 | 0.4 | 0.56 | 0.33 | |

Based on the table 11, the proportion of correct answer for item number **4** shows the proportion of correct **0.63**, item number **7** shows the proportion of correct **0.56**, item number **11** shows the proportion of correct **0.6**, item number **19** show the proportion of correct **0.43**, item number **24** shows the proportion of correct **0.66**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 12
THE STUDENTS' ABILITY IN MAKING INFERENCE FROM
READING TEXT

| Variable | Finding Factual Information | | | | | N |
|----------|-----------------------------|-------------|-------------|------------|-------------|----|
| Item no. | 5 | 8 | 12 | 20 | 25 | 30 |
| Correct | 17 | 11 | 16 | 18 | 17 | |
| P | 0.56 | 0.36 | 0.53 | 0.6 | 0.56 | |
| Q | 0.43 | 0.63 | 0.47 | 0.6 | 0.43 | |

Based on the table 12, the proportion of correct answer for item number **5** shows the proportion of correct **0.53**, item number **8** shows the proportion of correct **0.36**, item number **12** shows the proportion of correct **0.53**, item number **20** show the proportion of correct **0.6**, item number **25** shows the proportion of correct **0.56**. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

TABLE 13
THE CLASSIFICATION OF EXPERIMENTAL GROUP AT THE SECOND
YEAR STUDENTS OF SMPN 15 PEKANBARU

| No | Categories | Score | Frequency | Percentage |
|----|------------|--------|-----------|------------|
| 1 | Very good | 80-100 | 2 | 6.6% |
| 2 | Good | 70-79 | 11 | 36.6% |

| | | | | |
|-------|--------|-------|----|-------|
| 3 | Enough | 60-69 | 10 | 33.3% |
| 4 | Less | 50-59 | 7 | 23.3% |
| 5 | Bad | 0-40 | - | - |
| Total | | - | 30 | 100% |

Based on the table 13, about the classification of experimental group of the second year students at SMPN 15 Pekanbaru, the output from 30 students shows the category number 1 that the frequency 2 (6.6%), the category number 2 shows 11 (36.6%), the category number 3 shows 10 (33.3%), the category number 4 shows 7 (23.3%), and the category number 5 shows no frequencies (0%). The table above shows that the highest percentage of experimental group is 36.6%. Thus, the majority of the students in this regard is classified as **Good**.

TABLE 14
THE CLASSIFICATION OF CONTROL GROUP OF THE SECOND YEAR
STUDENTS AT SMPN 15 PEKANBARU

| No | Categories | Score | Frequency | Percentage |
|----|------------|--------|-----------|------------|
| 1 | Very good | 80-100 | - | - |
| 2 | Good | 70-79 | 5 | 16.6% |
| 3 | Enough | 60-69 | 11 | 36.6% |
| 4 | Less | 50-59 | 8 | 26.6% |

| | | | | |
|-------|-----|------|----|------|
| 5 | Bad | 0-40 | 6 | 20% |
| Total | | - | 30 | 100% |

Based on the table 14, about the classification of experimental group of the second year students at SMPN 15 Pekanbaru, the output from 30 students the category the number 1 shows no frequencies (0%), the category number 2 shows 5 (16.6%), the category number 3 shows 11 (36.6%), the category number 4 shows 8 (26.6%), and the category number 5 shows 6 (20%). The table above shows that the highest percentage of experimental group is 36.6%. Thus, the majority of the students in this regard are classified as **Enough**.

7. The Data Analysis

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

TABLE 15
MEAN AND STANDARD DEVIATION

| | Experimental | | Control | |
|----|--------------|-----------|----------|-----------|
| | Pre-test | Post-test | Pre-test | Post-test |
| M | 58.93 | 66.4 | 56.53 | 58.8 |
| SD | 8.86 | 9.98 | 8.51 | 9.04 |
| | 12.67% | | 4.01% | |

1. Experimental group

$$\begin{aligned}
 X &= \frac{66.4 - 58.93}{58.93} \times 100\% \\
 &= \frac{7.47}{58.93} \times 100\% \\
 &= 12.67\%
 \end{aligned}$$

2. Control group

$$\begin{aligned}
 Y &= \frac{58.8 - 56.53}{56.53} \times 100\% \\
 &= \frac{2.27}{56.53} \times 100\% \\
 &= 4.01\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 12.67% while the percentage from pre-test to post-test of control group is increasing 4.01%.

The result of test from the experimental and control group can be seen in the following table.

TABLE 16
THE STATISTICS OF EXPERIMENTAL AND CONTROL GROUP

| Classes | Mean | Median | Mode | Std. Deviation |
|--------------------|------|--------|------|-------------------|
| Experimental group | 66.4 | 66 | 64 | 9.98 |
| Control group | 58.8 | 60 | 56 | 9.04 |

Based on the table, experimental group has mean (66.4), median (66), and standard deviation (9.98). Control group gets mean (58.8), median (60) and standard deviation (9.04).

TABLE 17
MEAN AND STANDARD DEVIATION FOR PRE-TEST

| NO | SCORE | | X | Y | X ² | Y ² |
|----|----------------|----------------|----------|----------|----------------|----------------|
| | X ¹ | Y ¹ | | | | |
| 1 | 52 | 52 | -6.93 | -4.93 | 48.02 | 24.30 |
| 2 | 52 | 48 | -6.93 | -8.93 | 48.02 | 79.44 |
| 3 | 76 | 52 | 17.07 | -4.93 | 291.38 | 24.30 |
| 4 | 52 | 64 | -6.93 | 7.07 | 48.02 | 49.98 |
| 5 | 52 | 48 | -6.93 | -8.93 | 48.02 | 79.44 |
| 6 | 56 | 68 | -2.93 | 11.07 | 8.58 | 122.54 |
| 7 | 64 | 60 | 5.07 | 3.07 | 25.70 | 9.42 |
| 8 | 60 | 60 | 1.07 | 3.07 | 1.114 | 9.42 |
| 9 | 60 | 68 | 1.07 | 11.07 | 1.114 | 122.54 |
| 10 | 52 | 60 | -6.93 | 3.07 | 48.02 | 9.42 |
| 11 | 64 | 64 | 5.07 | 7.07 | 25.70 | 49.98 |
| 12 | 56 | 68 | -2.93 | 11.07 | 8.58 | 122.54 |
| 13 | 56 | 56 | -2.93 | -0.93 | 8.58 | 0.86 |
| 14 | 48 | 40 | -10.93 | -16.93 | 119.46 | 286.62 |
| 15 | 56 | 48 | -2.93 | -8.93 | 8.58 | 79.44 |
| 16 | 60 | 60 | 1.07 | 3.07 | 1.114 | 9.42 |
| 17 | 64 | 52 | 5.07 | -4.93 | 25.70 | 24.30 |
| 18 | 76 | 60 | 17.07 | 3.07 | 291.38 | 9.42 |
| 19 | 60 | 64 | 1.07 | 7.07 | 1.114 | 49.98 |
| 20 | 64 | 52 | 5.07 | -4.93 | 25.70 | 24.30 |
| 21 | 52 | 56 | -6.93 | -0.93 | 48.02 | 0.86 |
| 22 | 68 | 64 | 9.07 | 7.07 | 82.26 | 49.98 |
| 23 | 68 | 72 | 9.07 | 15.07 | 82.26 | 227.10 |
| 24 | 56 | 64 | -2.93 | 7.07 | 8.58 | 49.98 |
| 25 | 48 | 60 | -10.93 | 3.07 | 119.46 | 9.42 |
| 26 | 68 | 48 | 9.07 | -8.93 | 82.26 | 79.44 |
| 27 | 68 | 56 | 9.07 | -0.93 | 82.26 | 0.86 |
| 28 | 56 | 52 | -2.93 | -4.93 | 8.58 | 24.30 |
| 29 | 48 | 48 | -10.93 | -8.93 | 119.46 | 79.44 |
| 30 | 56 | 44 | -2.93 | -12.93 | 8.58 | 167.18 |
| | $\sum 1768$ | $\sum 1708$ | $\sum 0$ | $\sum 0$ | $\sum 2356.6$ | $\sum 2176.2$ |

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1768}{30} = 58.93$$

$$M_y = \frac{\sum Y}{N} = \frac{1708}{30} = 56.93$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2356.6}{30}} = \sqrt{78.53} = 8.86$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2176.2}{30}} = \sqrt{72.54} = 8.51$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{8.86^2}{8.51^2} = 1.08$$

The F computed was 1.08. To know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, the writer uses the following formula:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.66 and the degree of significant 5% is 1.98. From data above, we can find $1.98 < 1.08 < 2.66$. In conclusion the test is homogeny.

TABLE 18
MEAN AND STANDARD DEVIATION FOR POST-TEST

| NO | SCORE | | X | Y | X ² | Y ² |
|----|----------------|----------------|----------|----------|----------------|----------------|
| | X ¹ | Y ¹ | | | | |
| 1 | 72 | 76 | 5.6 | 17.2 | 31.36 | 295.84 |
| 2 | 72 | 52 | 5.6 | -6.8 | 31.36 | 46.24 |
| 3 | 76 | 60 | 9.6 | 1.2 | 92.16 | 1.44 |
| 4 | 64 | 68 | -2.4 | 9.2 | 5,76 | 84.64 |
| 5 | 76 | 72 | 9.6 | 13.2 | 92.16 | 174.24 |
| 6 | 68 | 56 | 1.6 | -2.8 | 2.56 | 7.84 |
| 7 | 64 | 60 | -2.4 | 1.2 | 5,76 | 1.44 |
| 8 | 64 | 52 | -2.4 | -6.8 | 5,76 | 46.24 |
| 9 | 60 | 52 | -6.4 | -6.8 | 40.96 | 46.24 |
| 10 | 56 | 64 | -10.4 | 5.2 | 108.16 | 27.04 |
| 11 | 56 | 64 | -10.4 | 5.2 | 108.16 | 27.04 |
| 12 | 56 | 72 | -10.4 | 13.2 | 108.16 | 174.24 |
| 13 | 68 | 56 | 1.6 | -2.8 | 2.56 | 7.84 |
| 14 | 64 | 56 | -2.4 | -2.8 | 5,76 | 7.84 |
| 15 | 56 | 52 | -10.4 | -6.8 | 108.16 | 46.24 |
| 16 | 64 | 48 | -2.4 | -10.8 | 5,76 | 116.64 |
| 17 | 72 | 44 | 5.6 | -14.8 | 31.36 | 219.04 |
| 18 | 80 | 48 | 13.6 | -10.8 | 184.96 | 116.64 |
| 19 | 72 | 72 | 5.6 | 13.2 | 31.36 | 174.24 |
| 20 | 52 | 60 | -14.4 | 1.2 | 207.36 | 1.44 |
| 21 | 52 | 60 | -14.4 | 1.2 | 207.36 | 1.44 |
| 22 | 76 | 52 | 9.6 | -6.8 | 92.16 | 46.24 |
| 23 | 76 | 64 | 9.6 | 5.2 | 92.16 | 27.04 |
| 24 | 72 | 44 | 5.6 | -14.8 | 31.36 | 219.04 |
| 25 | 64 | 60 | -2.4 | 1.2 | 5,76 | 1.44 |
| 26 | 64 | 68 | -2.4 | 9.2 | 5,76 | 84.64 |
| 27 | 80 | 48 | 13.6 | -10.8 | 184.96 | 116.64 |
| 28 | 72 | 48 | 5.6 | -10.8 | 31.36 | 116.64 |
| 29 | 56 | 72 | -10.4 | 13.2 | 108.16 | 174.24 |
| 30 | 68 | 64 | 1.6 | 5.2 | 2.56 | 27.04 |
| | $\sum 1992$ | $\sum 1764$ | $\sum 0$ | $\sum 0$ | $\sum 2993.6$ | $\sum 2452.3$ |

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1992}{30} = 66.4$$

$$M_y = \frac{\sum Y}{N} = \frac{1764}{30} = 58.8$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{2993.6}{30}} = \sqrt{99.78} = 9.98$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2452.3}{30}} = \sqrt{81.74} = 9.04$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{66.4 - 58.8}{\sqrt{\left(\frac{9.98}{\sqrt{30-1}}\right)^2 + \left(\frac{9.04}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{7.6}{\sqrt{\left(\frac{9.98}{\sqrt{29}}\right)^2 + \left(\frac{9.04}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{7.6}{\sqrt{\left(\frac{9.98}{5.38}\right)^2 + \left(\frac{9.04}{5.38}\right)^2}}$$

$$t_o = \frac{7.6}{\sqrt{(1.855)^2 + (0.312)^2}}$$

$$t_o = \frac{7.6}{\sqrt{(3.441) + (0.097)}}$$

$$t_o = \frac{7.6}{\sqrt{3.538}}$$

$$t_o = \frac{7.6}{1.880}$$

$$t_o = 4.04$$

The computed was 4.04. So, it can be said that H_o is rejected and H_a is accepted because t obtained is bigger than Null. In other words, there is significant effect of graphic organizers method on student's reading comprehension.

By observing the data analysis, it can be described that the coefficient T-test is 4.04 intended to prove whether or not there is significant effect of graphic organizers method at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 4.04 at T-table, compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$df = (N1 + N2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

The degree of freedom is 58 (see appendix), because degree of freedom 58 is unfound in the table. So the writer took 60, because it is near as “df” that it can be seen in T-table at the 5% grade of significance that refers to 2.00. While in the level of significance are 2.65. So it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.00 < 4.04 > 2.65)$.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between Graphic Organizers Method and Conventional Strategy on student's reading comprehension at the Second Year of SMPN 15 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis, the writer concludes that:

1. The students' reading comprehension taught by conventional strategy at the second year students of SMPN 15 Pekanbaru is categorized into enough with mean score 58.8 and the students' reading comprehension taught by graphic organizers method at the second year students of SMP Negeri 15 Pekanbaru is categorized into Good with mean score, 66.4.
2. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.00. While in the level of significance 1% is 4.04. So, it can be analyzed that t_o is higher than T-Table in either at 5% or 1%. It can be read that $(2.00 < 4.04 > 2.65)$. It means that there is significant effect of using graphic organizers method toward reading comprehension at the second year students of SMP Negeri 15 Pekanbaru.

B. SUGGESTION

Based on the conclusion that the writer obtained from this research, it is known that Graphic Organizers method toward students' reading comprehension gives significant effect. It means that the students are not reluctant or awkward to verbalize their ideas in communication because they have been accustomed to reading

out their ideas. Therefore, the writer suggests the teacher to use this method to improve students' reading ability.

1. Suggestion for Teacher

The researcher expects English teacher to choose the suitable method in teaching learning process in order to make the students feel interested in studying English based on the writer's teaching experience.

- a. Since the writer used the Graphic Organizers in teaching English, the writer has found that there is a significant contribution in her teaching, especially for the students' attention that is more focused on her studying, and also the students' interest in studying English. So hopefully, English teachers always keep using different method in teaching and learning process.
- b. The teachers are suggested to raise the students' interest in studying English and make them easy to understand about the lesson given.

2. Suggestion for Students

- a. The students should try to understand the use of Graphic Organizers Method in reading texts.
- b. The students must be creative to select kinds of reading in order to comprehend the text well and diminish boredom in learning English.
- c. The students should more often read the English books,
- d. Read the books wherever you are, because "the more you read, the more you get".

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